



January 2014 Draft Accommodations Crosswalk

Many teachers are interested in understanding the relationship between the testing accommodations that were used for the CRT and the accommodations available for the new Smarter Balanced assessment. Because of the major differences between these two tests (i.e., paper and pencil test vs. computer adaptive test), there is not a simple one to one alignment between these two systems. While the CRT accommodations were presented within categories that describe the “what” or “how” of an accommodation (e.g., Setting, Equipment), the Smarter Balanced approach is grounded in a model emphasizing overall usability, as well as student-specific participation strategies intended to provide access and accommodate specific needs. The Smarter Balanced strategies are organized into three sets, reflecting the various groups of students for whom a practice is available. These are: universal tools, available to all students based on student preference and selection; designated supports, available to a student based on an identified need and recommendation of a knowledgeable educator or team of educators; and accommodations, changes in procedures or materials that are identified in an IEP or 504 plan as necessary for a student to access the assessment.

The chart below illustrates alignment between the CRT and the Smarter Balanced system where alignment exists.

CRT	SMARTER Universal Tools	Smarter Designated Support	Smarter Accommodations	Details
Scheduling Accommodations				
1. Change in Administration Time: Test is administered at a time of day or a day of the week based on student needs.		Separate Setting		
2. Session Duration: Test is administered in appropriate blocks of time for individual student needs, followed by rest breaks.	Breaks embedded and non-embedded			
3. N/A				
Setting Accommodations				
4. * Individual Administration: Test was administered in a one to one situation.		Separate Setting, non-embedded		

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5. * Small Group Administration: Test was administered to a small group of students. Recommend no more than fifteen students unless accommodation #22 for which no more than five students should be in the small group administration..		Separate Setting, non- embedded		
6. Reduce Distracters: Student is seated at a carrel or other physical arrangement that reduces visual distraction.		Separate Setting non- embedded		
7. *Alternative Setting: Test is administered to the student in a different setting		Separate Setting non- embedded		
8. *Change in Personnel: Test is administed by other personnel known to the student (e.g., LEP, Titile I, special education teacher.				
9. Home Setting: Test is administered to the student by school personnel in their home.		Separate Setting non- embedded		
10. *Front Row Seating: A student is seated in the front of the classroom when taking the test.				
11. N/A				
Equipment Accommodations				
12. **Magnification: Student used equipment to magnify test materials.	Zoom, embedded	Non-embedded		
13. **Student (not groups of students) wears equipment to reduce environmental noises.				

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14. **Template: Student uses a template. An example is a piece of card stock that has a window cut out which enables the student to focus by isolating lines or text or items.		Masking, embedded		
15. **Amplification: Student uses amplification equipment (e.g., hearing aid or auditory trainer) while taking test.				
16. ** Writing Tools: After the student completes typing a constructed response, the test administrator transfers what the student typed into the appropriate space in the Answer Booklet word-for-word exactly as the student typed it. The student may review what the test administrator wrote and advise changes; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student. NOTE: The answers must be directly transferred into the Answer Booklet with a number 2 pencil and not be on a separate piece of paper taped, glued, or stapled into the Answer Booklet.		Scribe non- embedded	Scribe non- embedded	
17. ** Voice Activation: The student speaks a response into a computer equipped with voice activation software. After the student completes an answer, the test administrator transfers what the student said and, for			Speech to text non-embedded	

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constructed response, transfers word-for-word exactly what the student said into the appropriate space in the Answer Booklet. The student may review what the test administrator marked or wrote and advise changes; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student. NOTE: The answers must be directly transferred into the Answer Booklet with a number 2 pencil and not be on a separate piece of paper taped, glued, or stapled into the Answer Booklet.				
18. * Bilingual Dictionary: Student uses a bilingual dictionary (Note: Bilingual dictionary could include a simplified English dictionary, glossary or subject area vocabulary list).		Embedded glossary and translations	Non-embedded Embedded glossary and translations	
Recording Accommodations				
19. ** Dictation: Student dictates answers to a test administrator who records them in the Answer Booklet. While the student completes dictating answers and/or a constructed response, the test administrator transfers what the student dictated, and for constructed responses writes what the student dictated into the appropriate space in the Answer Booklet word-for-word exactly as the student dictated it. The student may review what is bubbled or written; however, the test administrator may not clarify, elaborate,		Scribe, non- embedded	Scribe non- embedded	

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<p>or make any changes not initiated by the student.</p> <p>NOTE: The answer must be directly transferred into the Answer Booklet with a number 2 pencil and not be on a separate piece of paper taped, glued or stapled into the Answer Booklet.</p>				
<p>20. ** Writing Tools: The student marks or writes answers with the assistance of a technological device or special equipment. After the student completes an answer, the test administrator transfers what the student completed with a technological device or special equipment and, for constructed response, transfers word-for-word exactly what the student completed into the appropriate space in the Answer Booklet. The student may review what the test administrator marked or wrote and advise changes; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student.</p> <p>NOTE: The answers must be directly transferred into the Answer Booklet with a number 2 pencil and not be on a separate piece of paper taped, glued, or stapled into the Answer Booklet.</p>	Embedded writing tools or NA			?
<p>21. ** Assistive Technology: Another form of assistive technology that does not change the intent or content of the test but is routinely used by the student, was employed by the student</p>				

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(not groups of students) to take the test.				
Modality Accommodations				
<p>22. *.** Oral Presentation:</p> <p>Math and Science: The test administrator must read the test items and answer choices word-for-word. Before reading aloud, the test administrator should advise students that each item and answer choice will be read aloud in exactly the order as presented. Students should also be advised that items, including answer choices, will be repeated at the end of a session in case the students wish to review/check their work.</p> <p>Reading: Only the questions and answer choices may be read aloud to the student. It is advised that the questions be read aloud to the student before she/he reads each passage. After the student has read the passage, the test administrator must read the questions and answer choices word-for-word one at a time in exactly the order as presented. Once the student has had the opportunity to return to the passage, if needed, and answer the question, the test administrator should continue the process with the next question and answer choices. Once the student has had the opportunity to answer all the questions, the test administrator may repeat all the</p>		Text to speech, embedded Read aloud, non-embedded Grade, content and reading passage specific	Text to speech, embedded Read aloud, non-embedded Grade, content and reading passage specific	

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<p>questions and answer choices, one question at a time, so the student can review her/his answers. The reading passage must not be read aloud to a student, and a student cannot request or be given help in reading or pronouncing any part of the passage.</p> <p>Cautions about oral presentation:</p> <ul style="list-style-type: none"> • This accommodation should be a low-incidence accommodation. Please consider the following to determine the appropriateness of this accommodation for each student. <ul style="list-style-type: none"> ○ Assessment results are available to support the determination that the student's disability precludes or severely limits the student's ability to gain meaning from written language. ○ There is documentation of remedial reading services and/or special education and supplementary aids and services. ○ Through classroom assessment, it has been determined and documented that the student benefits from oral presentation as her/his way of learning. This accommodation could be applicable for LEP students whose 				

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<p>oral/aural proficiencies (listening and speaking) significantly exceed their English reading and writing skills, i.e. the student recognizes a word when spoken, but not written.</p> <ul style="list-style-type: none"> • Oral presentation should be limited to small groups of students, three to five students. • In advance of the test sessions, students should be advised to follow along with the text as it is being read. 				
23. ** Test Interpretation: Tests, including directions, were interpreted for students who are deaf or hearing-impaired (with the exception of interpreting the reading test).			ASL, embedded Closed captioning, embedded	
24. * Test Directions with Verification: An administrator gave test directions with verification (by using a highlighter) so that the student understood them.				?
25. * Test Directions Support: An administrator assisted students in understanding test directions, including giving directions in native language.				?
26. ** Braille: A Braille version of the test was used by the student.			Braille, embedded	
27. Large Print: A large print version of the test was used by the student.	Embedded Zoom	non-embedded magnification		
28. Other: With verification from OPI in advance of				?

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the testing window, some other approved accommodation was used by a student.				